

**Building on Success:**  
*Schools for the Next Generation*



Long Beach Unified School District  
**Community Dialogue I Results Report**  
JORDAN—PLANNING AREA A

# Summary

long  
beach  
unified  
school  
district

December 2006

## Introduction

Long Beach Unified School District, in an effort to improve and update its school facilities, has engaged in a facility master planning process. On Monday, November 27, 2006, a community dialogue was held. The purpose of this community dialogue was to gain broad-based input regarding district-wide academic and facility topics. Approximately 45 parents, students, district officials, administrators and staff, community and business representatives, and other educational stakeholders and supporters were in attendance. There were 45 Jordan questionnaires completed and turned in at the community dialogue. To increase input opportunities, members of the Jordan Planning Committee were given questionnaires for distribution at their place of employment, community and other locations. The total number of individual questionnaire reflects additional ones distributed and collected by Jordan Planning Area Committee members.

This document represents the results of the 53 individual and group questionnaires completed and collected at the November 27<sup>th</sup> community dialogue. Of the 53 questionnaires, 45 were individually completed and 8 were completed by small groups. A web version of the questionnaire was posted from November 28<sup>th</sup> through December 22<sup>nd</sup>. During this time, 230 questionnaires were completed online. Within this document are the results of the individual, group, and web questionnaires completed for the Jordan Planning Area. In addition, questions posed to participants, summary of comments and percentages, statistical summary of responses, and comments as written by participants are included within this document. Some percentages may not total 100% due to rounding.

Please note that a number in parenthesis following a statement indicates the number of times the statement was made. In addition, please note that the Jordan Planning Area Committee developed the final version of the questionnaire used for the community dialogue.





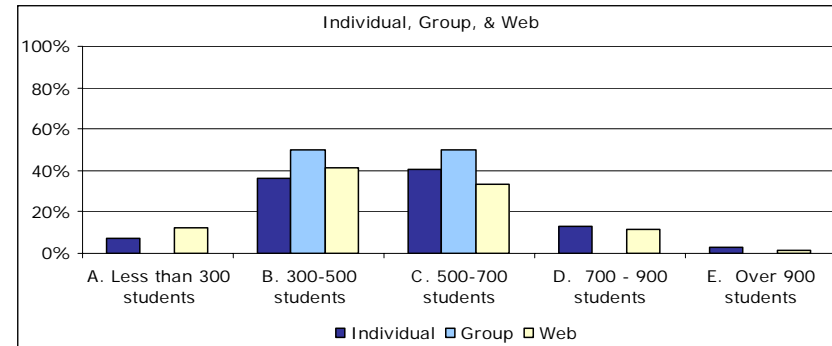
## Questionnaire Results

### 1. What do you believe is the ideal number of students for an ELEMENTARY school (K-5)?

Individual Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
7%	36%	41%	13%	3%

Group Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
0%	50%	50%	0%	0%

Web Responses				
A. Less than 300 students	B. 300-500 students	C. 500-700 students	D. 700 - 900 students	E. Over 900 students
13%	41%	34%	12%	1%



**Summary:** Forty-one percent of individual respondents indicated a preference for elementary schools of 500 – 700 students. Comparatively, forty-one percent of web respondents expressed a desire for elementary schools of 300 – 500 students. Further, one hundred percent of group respondents favored elementary schools of 300-700 students.

Comments reiterated support for small elementary schools. Respondents' comments also focused on student to teacher ratio and the importance of small learning communities as well as improving relationships among students and teachers as result of smaller schools.

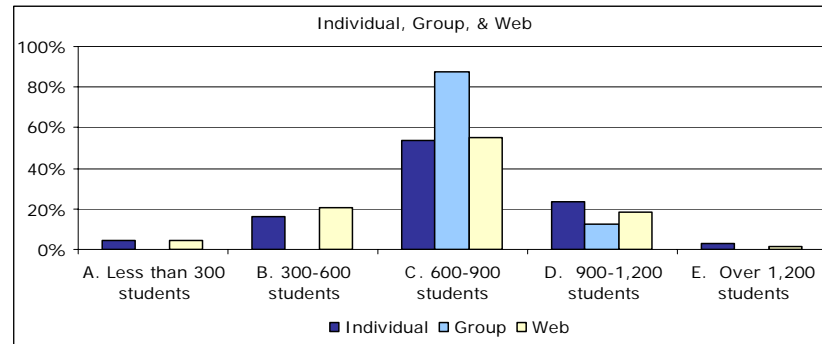


**2. What do you believe is the ideal number of students for a MIDDLE school (6-8)?**

Individual Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
4%	16%	53%	24%	3%

Group Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
0%	0%	88%	13%	0%

Web Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
4%	21%	55%	18%	1%



**Summary:** Fifty-three percent of individual respondents stated that the ideal number of students housed in a middle school is 600 – 900. Likewise, eighty-eight percent of group and fifty– five percent of web respondents favored middle schools of 600 – 900 students.

Comments support the small middle schools and viewed them as a way for staff to connect to students individually and work with them one on one. Subsequent statements focused on the fact that too many students on campus may create safety issues.

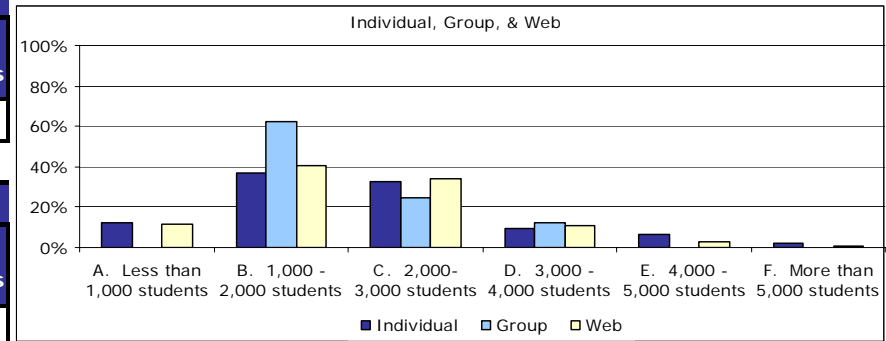


**3. What do you believe is the ideal number of students for a HIGH school (9-12)?**

Individual Responses					
A. Less than 1,000 students	B. 1,000 - 2,000 students	C. 2,000- 3,000 students	D. 3,000 - 4,000 students	E. 4,000 - 5,000 students	F. More than 5,000 students
12%	37%	32%	9%	7%	2%

Group Responses					
A. Less than 1,000 students	B. 1,000 - 2,000 students	C. 2,000- 3,000 students	D. 3,000 - 4,000 students	E. 4,000 - 5,000 students	F. More than 5,000 students
0%	63%	25%	13%	0%	0%

Web Responses					
A. Less than 1,000 students	B. 1,000 - 2,000 students	C. 2,000- 3,000 students	D. 3,000 - 4,000 students	E. 4,000 - 5,000 students	F. More than 5,000 students
11%	41%	34%	11%	3%	0%



**Summary:** Thirty-seven percent of individual respondents indicated that high schools should house between 1000 – 2000 students. Sixty-three percent of group and forty-one of web respondents expressed a desire for high schools of 1000 – 2000 students.

Comments expressed concern for safety issues. Comments also emphasized that smaller learning communities allow for better crowd control and more manageable situations. Further, comments cited the benefits of small high school as teachers having more time for one on one contact with students as well as students being more apt to participate in extra curricular activities.

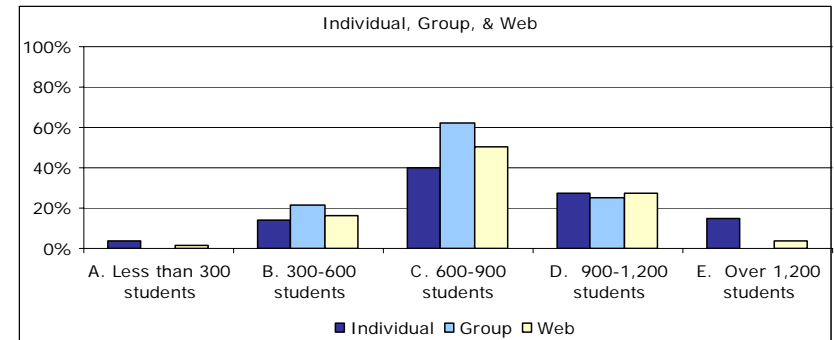


**4. What do you believe is the ideal number of students for a K-8 school?**

Individual Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
3%	14%	40%	28%	15%

Group Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
0%	22%	63%	25%	0%

Web Responses				
A. Less than 300 students	B. 300-600 students	C. 600-900 students	D. 900-1,200 students	E. Over 1,200 students
2%	16%	51%	28%	4%



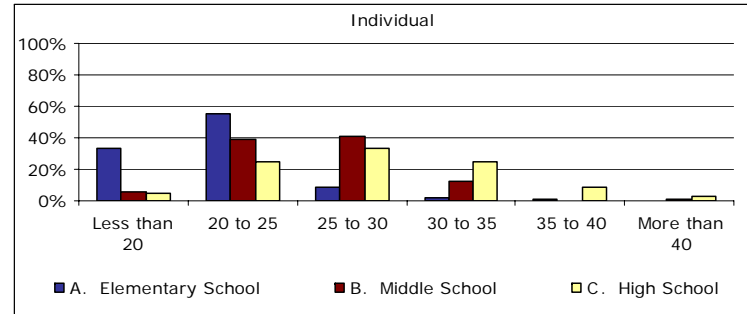
**Summary:** Forty percent of individual, sixty-three percent of group and fifty-one percent of web respondents indicated a preference for K-8 schools of 600-900 students.

Comments suggested that the enrollment of K-8 schools be based on administrative support and personnel. In addition, comments reinforced support for small K-8 schools as well as small learning communities.

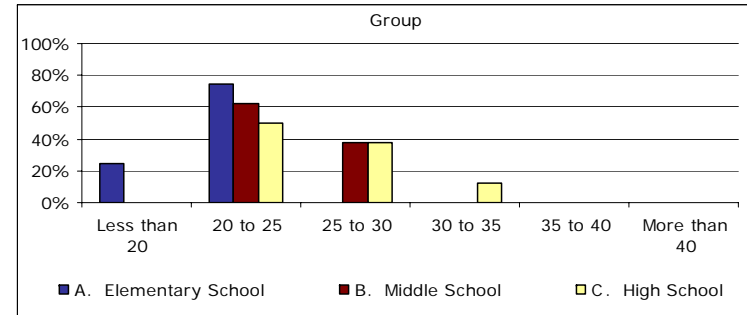


**5. What are desirable class sizes for elementary, middle, and high schools?**

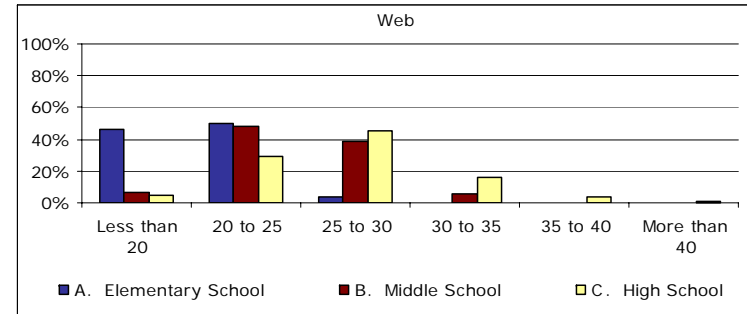
Individual Responses			
	A. Elementary School	B. Middle School	C. High School
Less than 20	33%	6%	5%
20 to 25	55%	39%	25%
25 to 30	8%	41%	34%
30 to 35	2%	12%	25%
35 to 40	1%	0%	9%
More than 40	0%	1%	3%



Group Responses			
	A. Elementary School	B. Middle School	C. High School
Less than 20	25%	0%	0%
20 to 25	75%	63%	50%
25 to 30	0%	38%	38%
30 to 35	0%	0%	13%
35 to 40	0%	0%	0%
More than 40	0%	0%	0%



Web Responses			
	A. Elementary School	B. Middle School	C. High School
Less than 20	46%	7%	5%
20 to 25	50%	48%	29%
25 to 30	3%	38%	45%
30 to 35	0%	6%	16%
35 to 40	0%	0%	3%
More than 40	0%	0%	1%





**Summary:** *Fifty-five percent of individual and seventy percent of group respondents expressed a preference for elementary schools to have class sizes of 20-25 students. Although fifty percent of web respondents identified 20-25 students per class as ideal, forty-six percent stated the ideal number of students should be less than 20 students in a class. Forty-one percent of individual respondents stated that 25-30 students in a middle school classroom are ideal. Thirty-nine percent of individual, sixty-three percent of group, and forty-eight percent of web respondents favored 20-25 students in a classroom at the middle school level. Thirty-four percent of individual and forty-five percent of web respondents desired 25-30 students in a high school classroom. Fifty percent of group respondents indicated a strong desire to have 20-25 students in a high school classroom. Further, fifty percent of individual respondents indicated 20-35 as an ideal number for high school students per class.*

*Respondents' comments also focused the importance of small learning environments and benefits such as lower student to teacher ratio and more time for individualized student attention.*

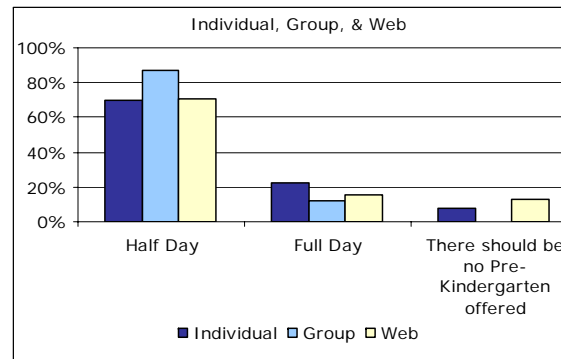


**6. Should Pre-Kindergarten classes be offered to all children?**

Individual Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
70%	23%	7%

Group Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
88%	13%	0%

Web Responses		
Half Day	Full Day	There should be no Pre-Kindergarten offered
71%	16%	13%



**Summary:** Seventy percent of individual respondents indicated a desire for Pre-Kindergarten to be offered for all children. Likewise, eight-eight percent of group and seventy-one percent of web respondents also favored Pre-Kindergarten being offered to all children.

Comments suggest that Pre-Kindergarten be optional for students. Further, comments reflect a view that Pre-Kindergarten is a way of preparing children for Kindergarten. It was also stated that Pre-kindergarten should provide a combination of academic and social development opportunities for students. Comments further support the concept of half-day Pre-Kindergarten with an optional afternoon program. Subsequent statements indicate that pre-kindergarten teachers should be qualified, so that teaching does not turn into babysitting.

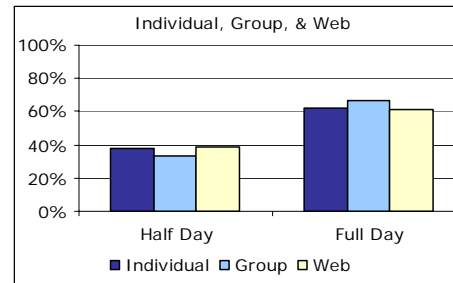


**7. Should Kindergarten be:**

Individual Responses	
Half Day	Full Day
37%	63%

Group Responses	
Half Day	Full Day
33%	67%

Web Responses	
Half Day	Full Day
39%	61%



**Summary:** Sixty-three percent of individual respondents indicated that kindergarten should be offered full day. Sixty-seven percent of group and sixty-one percent of web respondents shared the opinion that Kindergarten should be full day.

Comments offered a recommendation that Kindergarten be offered half and full day. Comments further support full day kindergarten with part of the day being used for teaching social skills and extra curricular activities. Further comments indicate that children should go to kindergarten all day, if they have been exposed to some type of pre-schooling.

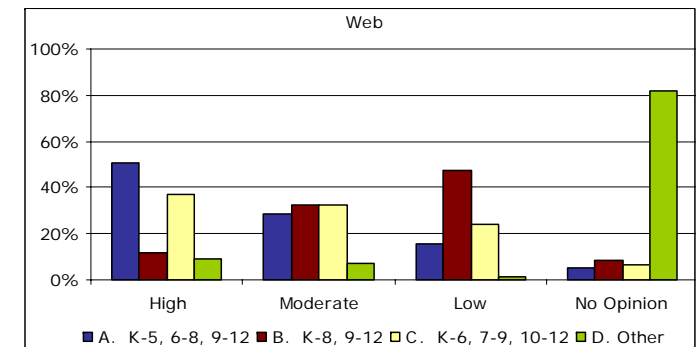
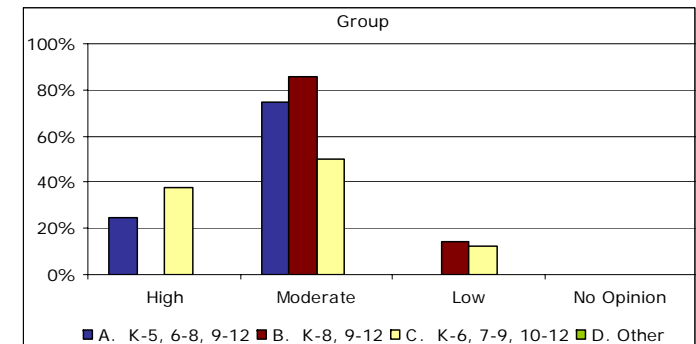
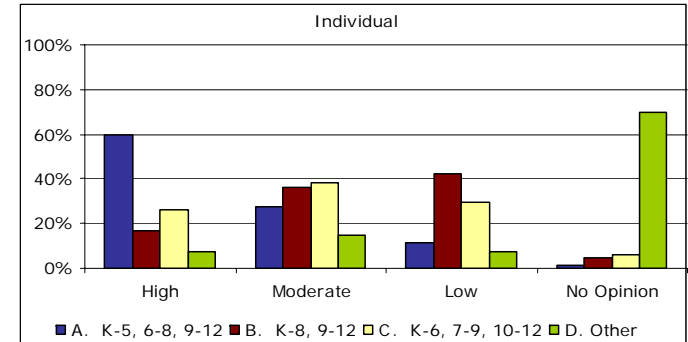


**8. Rate the desirability of the following grade configurations for the Long Beach Unified School District.**

Individual Responses				
	High	Moderate	Low	No Opinion
A. K-5, 6-8, 9-12	60%	28%	11%	1%
B. K-8, 9-12	17%	36%	42%	5%
C. K-6, 7-9, 10-12	26%	39%	29%	6%
D. Other	8%	15%	8%	70%

Group Responses				
	High	Moderate	Low	No Opinion
A. K-5, 6-8, 9-12	25%	75%	0%	0%
B. K-8, 9-12	0%	86%	14%	0%
C. K-6, 7-9, 10-12	38%	50%	13%	0%
D. Other	0%	0%	0%	0%

Web Responses				
	High	Moderate	Low	No Opinion
A. K-5, 6-8, 9-12	51%	28%	16%	5%
B. K-8, 9-12	12%	32%	48%	8%
C. K-6, 7-9, 10-12	37%	32%	24%	7%
D. Other	9%	7%	1%	82%



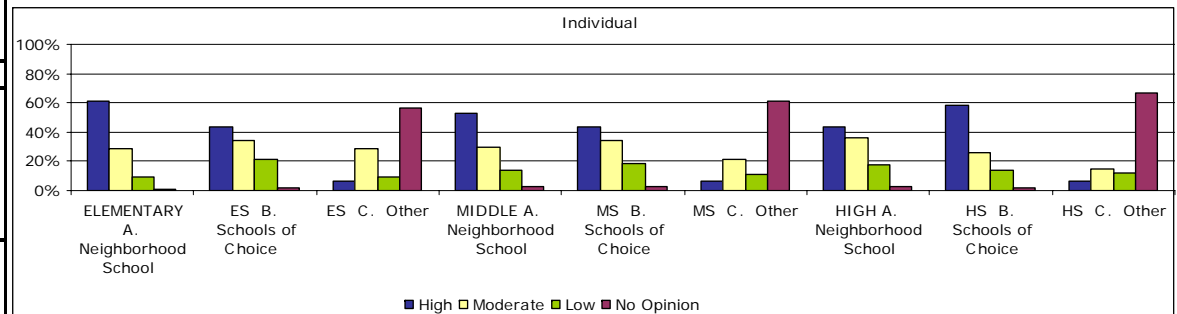
**Summary:** Sixty percent of individual and fifty-one percent of web respondents indicated a preference for a K-5, 6-8, and 9-12 grade configuration. Thirty-eight percent of group respondents desire a K-6, 7-9, and 10-12 grade configuration. Seventy percent of individual participants and eighty-two percent of web participants had no opinion.

Comments stress the importance of not having children grow up too fast, thus, keeping sixth graders in elementary school and adding ninth graders in middle school. Individual and web respondents suggest that K-8 schools keep children innocent, because they are not exposed to teenage activities.



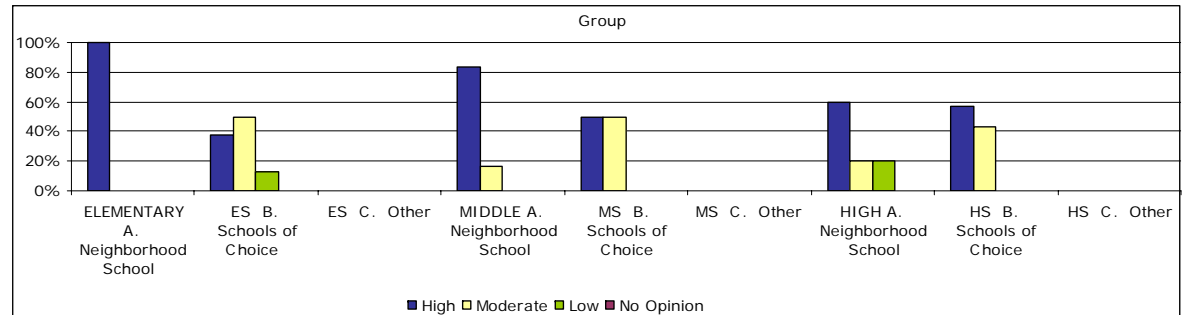
**9. Rate the desirability of the following organizational structures for an elementary, middle, and high school.**

Individual Responses				
	High	Moderate	Low	No Opinion
<b>ELEMENTARY A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	61%	29%	9%	1%
<b>ES B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	43%	34%	22%	1%
<b>ES C. Other</b>	6%	29%	9%	56%
<b>MIDDLE A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	53%	30%	14%	3%
<b>MS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	44%	34%	19%	3%
<b>MS C. Other</b>	6%	21%	11%	61%
<b>HIGH A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	44%	36%	18%	3%
<b>HS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	58%	26%	14%	2%
<b>HS C. Other</b>	7%	15%	12%	67%



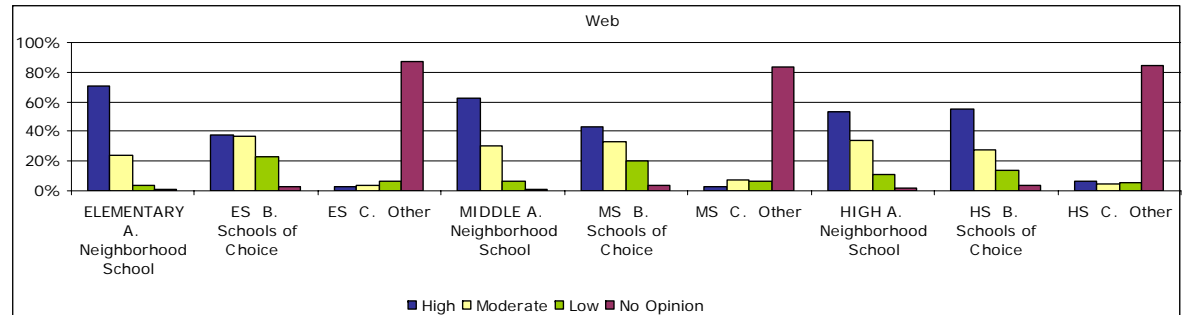


Group Responses				
	High	Moderate	Low	No Opinion
<b>ELEMENTARY A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	100%	0%	0%	0%
<b>ES B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	38%	50%	13%	0%
<b>ES C. Other</b>	0%	0%	0%	0%
<b>MIDDLE A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	83%	17%	0%	0%
<b>MS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	50%	50%	0%	0%
<b>MS C. Other</b>	0%	0%	0%	0%
<b>HIGH A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	60%	20%	20%	0%
<b>HS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	57%	43%	0%	0%
<b>HS C. Other</b>	0%	0%	0%	0%





Web Responses				
	High	Moderate	Low	No Opinion
<b>ELEMENTARY A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	71%	24%	4%	1%
<b>ES B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	37%	37%	23%	3%
<b>ES C. Other</b>	3%	4%	6%	87%
<b>MIDDLE A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	63%	30%	7%	1%
<b>MS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	43%	33%	20%	4%
<b>MS C. Other</b>	3%	7%	6%	84%
<b>HIGH A. Neighborhood School:</b> Students generally attend the school in the closest proximity to their residence	53%	34%	11%	2%
<b>HS B. Schools of Choice:</b> These schools are typically open enrollment. Students from any part of the district can attend.	55%	27%	14%	4%
<b>HS C. Other</b>	6%	4%	5%	84%



**Summary:** Sixty-one percent of individual respondents indicated desirability for elementary students to attend schools in the closest proximity to their residence. Fifty-three percent of individual respondents also indicated that middle school students should attend schools closest to their home. Comparatively, fifty-eight percent of individual respondents emphasized desire for high school students to attend the school of their choice. One hundred percent of group respondents expressed a strong desire to have elementary students attend schools closest to their residence. Likewise, eighty-three percent felt the same about middle schools. Sixty percent of group respondents agreed that high school students should attend the school that is in the closest proximity to their home, while fifty-seven percent desired high school students to be able to attend the school of their choice. Seventy-one percent of web respondents reiterated the desire for elementary students to attend their neighborhood school. Likewise sixty-three percent of web participants desired that middle school students also attend their neighborhood school. Comparatively, fifty-three percent of web respondents supported the idea of high school students attending neighborhood schools, while fifty-five percent indicated a preference for high school student to attend the school of their choice.

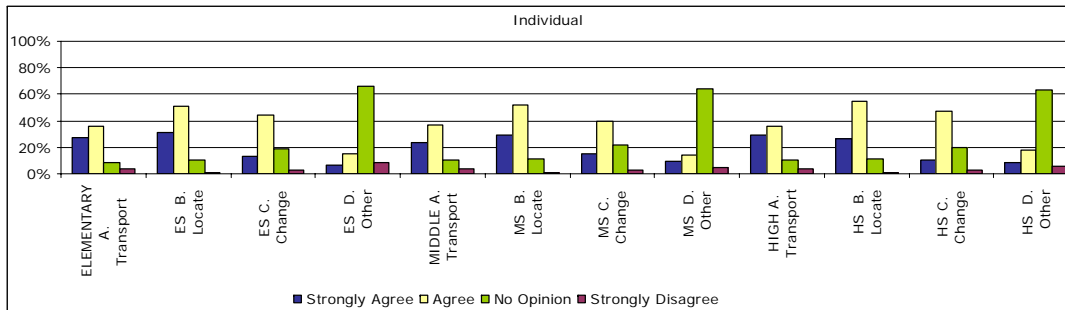
Comments support the idea of students attending schools in their neighborhoods as long as the schools are equal. Comments also focused on the fact that students should receive first priority to their neighborhood school and the option of school of choice should always be offered.



**10.** How do you ensure that elementary, middle, and high schools are adequate or “right” size?

Summary: Fifty-one percent of individual, sixty-seven percent of group, and forty-eight percent of web agree to strongly agree that elementary schools should be located where the students are located. There was a preference for locating middle schools where students located with fifty-two percent of individual, sixty-seven percent of group, and forty-seven percent of web favoring this option. For high school individual and group favored changing grade configuration, number of portables, or attendance boundaries to meet the needs of the school population. Web respondents indicated a desire to locate high schools where the students are.

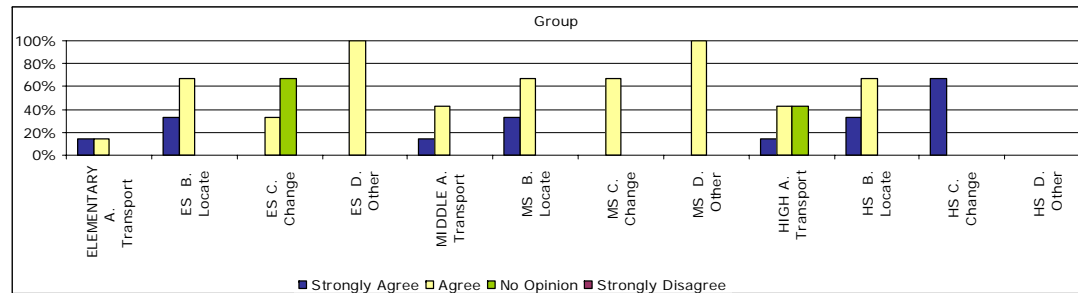
Comments covered a wide range of topics from changing the grade configuration to how might the school district address students who are class credit deficient.



Individual Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
<b>ELEMENTARY A. Transport students to where the schools are</b>	27%	36%	9%	25%	4%
<b>ES B. Locate schools where the students are</b>	31%	51%	10%	7%	1%
<b>ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population</b>	14%	44%	19%	21%	3%
<b>ES D. Other</b>	7%	15%	66%	5%	8%
<b>MIDDLE A. Transport students to where the schools are</b>	23%	37%	10%	26%	4%
<b>MS B. Locate schools where the students are</b>	30%	52%	12%	6%	1%
<b>MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population</b>	15%	40%	21%	21%	3%
<b>MS D. Other</b>	9%	14%	64%	8%	5%
<b>HIGH A. Transport students to where the schools are</b>	29%	36%	10%	21%	4%
<b>HS B. Locate schools where the students are</b>	27%	55%	12%	6%	1%
<b>HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population</b>	10%	47%	20%	20%	3%
<b>HS D. Other</b>	9%	18%	63%	5%	5%

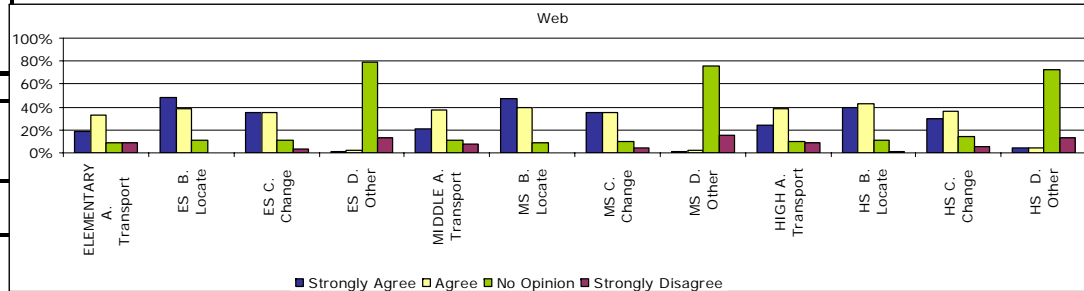


Group Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
ELEMENTARY A. Transport students to where the schools are	14%	14%	0%	71%	0%
ES B. Locate schools where the students are	33%	67%	0%	0%	0%
ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	0%	33%	67%	0%	0%
ES D. Other	0%	100%	0%	0%	0%
MIDDLE A. Transport students to where the schools are	14%	43%	0%	43%	0%
MS B. Locate schools where the students are	33%	67%	0%	0%	0%
MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	0%	67%	0%	33%	0%
MS D. Other	0%	100%	0%	0%	0%
HIGH A. Transport students to where the schools are	14%	43%	43%	0%	0%
HS B. Locate schools where the students are	33%	67%	0%	0%	0%
HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population	67%	0%	0%	33%	0%
HS D. Other	0.00%	0.00%	0.00%	0.00%	0.00%





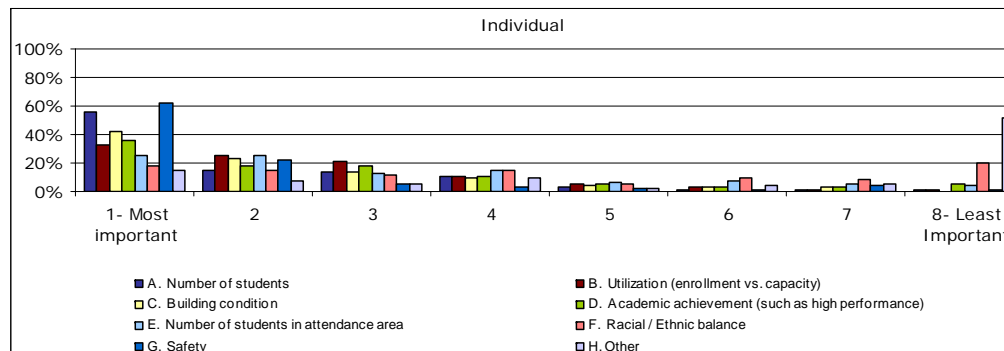
Web Responses					
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
<b>ELEMENTARY A. Transport students to where the schools are</b>	19%	33%	8%	31%	9%
<b>ES B. Locate schools where the students are</b>	48%	39%	11%	2%	0%
<b>ES C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population</b>	35%	35%	11%	16%	3%
<b>ES D. Other</b>	1%	2%	79%	5%	13%
<b>MIDDLE A. Transport students to where the schools are</b>	21%	37%	11%	24%	8%
<b>MS B. Locate schools where the students are</b>	47%	40%	9%	4%	0%
<b>MS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population</b>	35%	36%	10%	14%	5%
<b>MS D. Other</b>	1%	2%	76%	5%	16%
<b>HIGH A. Transport students to where the schools are</b>	24%	39%	10%	18%	9%
<b>HS B. Locate schools where the students are</b>	40%	43%	11%	6%	1%
<b>HS C. Change grade configuration, number of portables, or attendance boundaries to meet the needs of the school population</b>	30%	36%	14%	15%	5%
<b>HS D. Other</b>	4%	4%	73%	4%	13%





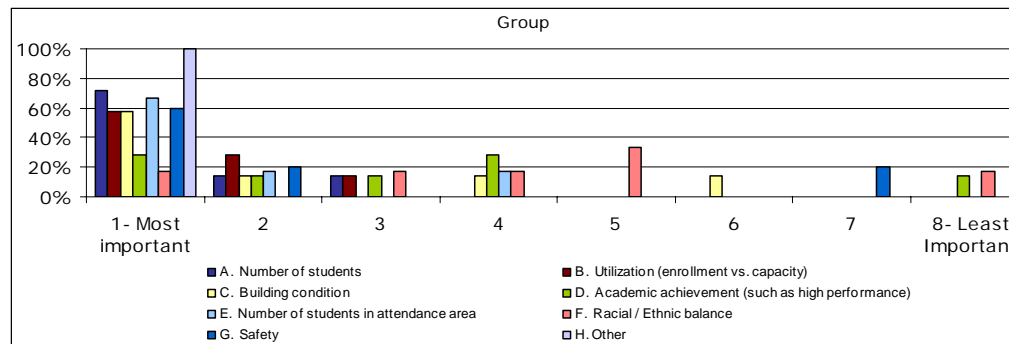
**11. Please rank the following criteria from most important to least important in consideration of school consolidation. 1= Most important, 8= Least important**

Individual Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	56%	14%	14%	11%	3%	1%	1%	1%
B. Utilization (enrollment vs. capacity)	32%	26%	21%	10%	5%	4%	1%	1%
C. Building condition	42%	23%	14%	10%	4%	4%	4%	0%
D. Academic achievement (such as high performance)	36%	18%	18%	11%	6%	4%	3%	6%
E. Number of students in attendance area	25%	25%	13%	14%	7%	8%	5%	4%
F. Racial / Ethnic balance	17%	14%	12%	14%	5%	9%	8%	20%
G. Safety	62%	22%	5%	3%	2%	1%	4%	1%
H. Other	15%	7%	6%	9%	2%	4%	6%	52%



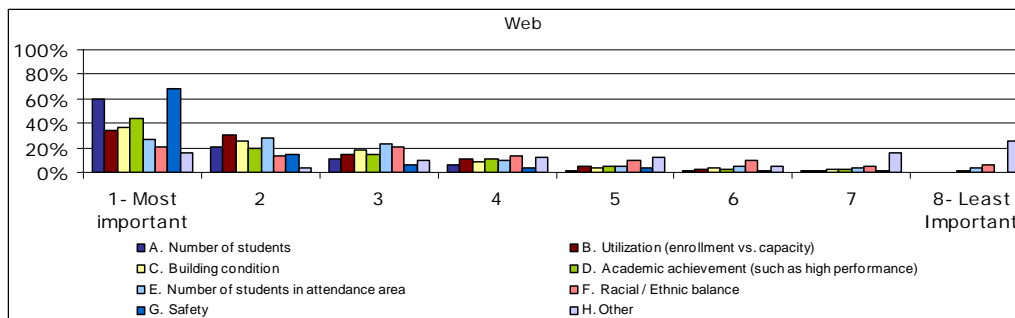


Group Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	71%	14%	14%	0%	0%	0%	0%	0%
B. Utilization (enrollment vs. capacity)	57%	29%	14%	0%	0%	0%	0%	0%
C. Building condition	57%	14%	0%	14%	0%	14%	0%	0%
D. Academic achievement (such as high performance)	29%	14%	14%	29%	0%	0%	0%	14%
E. Number of students in attendance area	67%	17%	0%	17%	0%	0%	0%	0%
F. Racial / Ethnic balance	17%	0%	17%	17%	33%	0%	0%	17%
G. Safety	60%	20%	0%	0%	0%	0%	20%	0%
H. Other	100%	0%	0%	0%	0%	0%	0%	0%





Web Responses								
	1- Most important	2	3	4	5	6	7	8- Least Important
A. Number of students	60%	21%	10%	6%	1%	1%	1%	0%
B. Utilization (enrollment vs. capacity)	34%	31%	15%	11%	5%	3%	2%	0%
C. Building condition	37%	26%	18%	9%	4%	3%	3%	0%
D. Academic achievement (such as high performance)	43%	19%	15%	11%	5%	3%	3%	2%
E. Number of students in attendance area	27%	28%	23%	10%	5%	4%	3%	3%
F. Racial / Ethnic balance	21%	14%	20%	13%	10%	10%	5%	7%
G. Safety	68%	14%	7%	4%	4%	2%	1%	0%
H. Other	16%	3%	10%	12%	12%	5%	16%	26%



**Summary:** Sixty-two percent of individual respondents indicated safety as the most important issue when considering school consolidation. In addition, fifty-six percent of individual respondents suggested the number of students was most important. Sixty percent of web respondents identified number of students as the most important when considering school consolidation, while sixty-eight percent felt safety was more important. One hundred percent of group participants indicated that something “other” than what was listed was most important. Seventy-one percent agreed number of students was important as well.

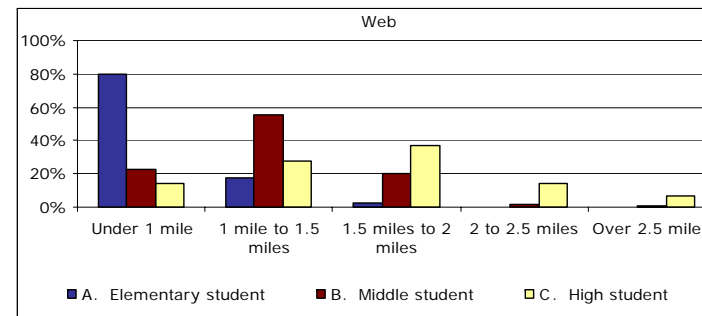
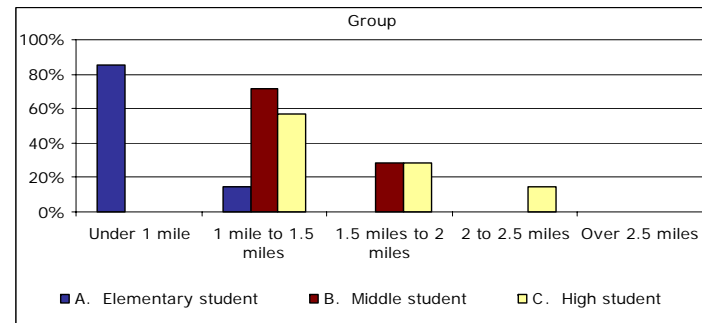
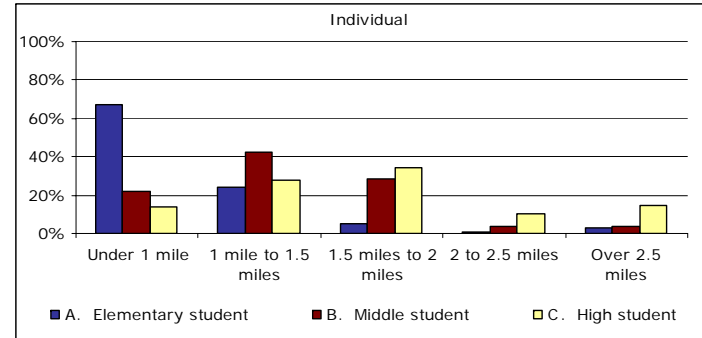


**12. Assuming that there are no major boundaries such as highways, what is the maximum distance that an elementary, middle, and high school students should have to walk to school?**

Individual Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	67%	22%	14%
1 mile to 1.5 miles	24%	42%	28%
1.5 miles to 2 miles	5%	29%	34%
2 to 2.5 miles	1%	4%	10%
Over 2.5 miles	3%	4%	14%

Group Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	86%	0%	0%
1 mile to 1.5 miles	14%	71%	57%
1.5 miles to 2 miles	0%	29%	29%
2 to 2.5 miles	0%	0%	14%
Over 2.5 miles	0%	0%	0%

Web Responses			
	A. Elementary student	B. Middle student	C. High student
Under 1 mile	80%	22%	14%
1 mile to 1.5 miles	18%	56%	27%
1.5 miles to 2 miles	2%	20%	37%
2 to 2.5 miles	0%	1%	14%
Over 2.5 miles	0%	0%	7%





**Summary:** *Sixty-seven percent of individual respondents stated that the maximum distance for an elementary student to walk should be less than one mile. Forty-two percent of individuals stated that the maximum distance a middle school student should walk is 1 to 1.5 miles. Individual participants indicate that a high school student can walk up to 2 miles. Eighty-six percent of group respondents reiterate that the maximum distance for an elementary student to walk is less than one mile. Seventy-one percent agree that middle school students should not have to walk more than 1.5 miles. Likewise, group participants indicate that the maximum distance a high school student should have to walk, is 1.5 miles. Web respondents reiterate the idea that elementary students should walk less than a mile to travel to school. Fifty-six percent of web participants indicate that middle school students should not have to walk more than 1.5 miles. Likewise, thirty-seven percent suggests that a high school student should not have to walk more than 2 miles.*

*Individual, group, and web respondents indicated that safety is what is most important. Web responses also suggest that walking is a good means of exercise for students.*

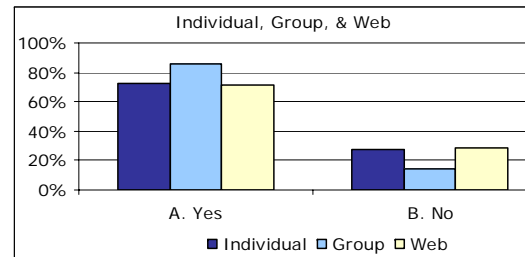


**13. Should local governments and/or non-profit organizations co-fund educational facilities in order to share buildings, operating, and maintenance costs?**

Individual Responses	
A. Yes	72%
B. No	28%

Group Responses	
A. Yes	86%
B. No	14%

Web Responses	
A. Yes	72%
B. No	28%



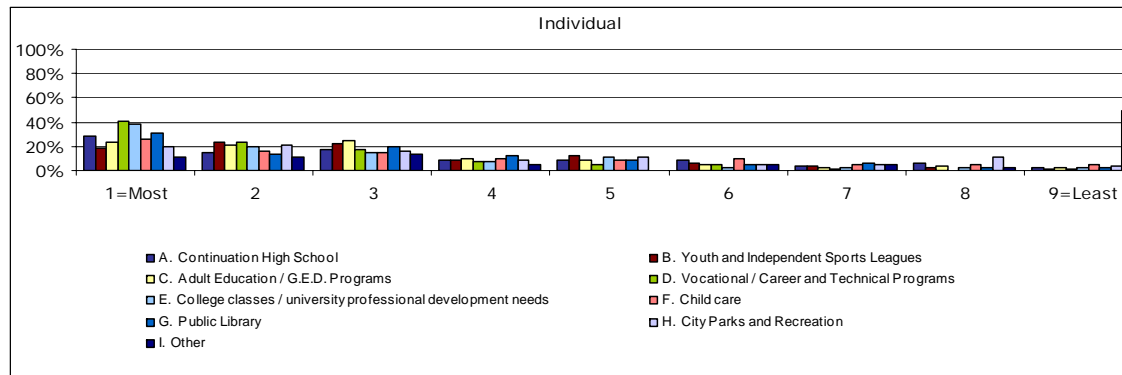
**Summary:** Seventy-two percent of individual, eighty-six of group respondent, and seventy-two of web respondents indicated a strong desire for local governments and/or non-profit organizations to co-fund educational facilities in order to share buildings, operating, and maintenance costs.

Comments suggest that the local government and other non-profit organizations working with schools could be beneficial. Other comments suggest that community resources and schools should remain separate to avoid animosity and conflict of interest.



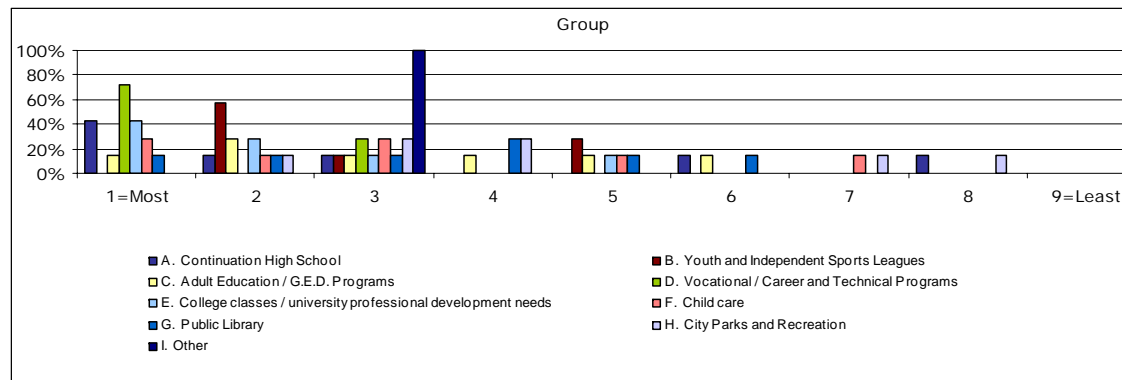
**14. Please rank the following from most important to least important in consideration of LBUSD making space available for the following: (1=Most important, 9=Least Important)**

Individual Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	28%	15%	17%	9%	9%	9%	4%	6%	2%
B. Youth and Independent Sports Leagues	19%	23%	22%	8%	13%	7%	4%	3%	2%
C. Adult Education / G.E.D. Programs	23%	21%	24%	10%	9%	5%	2%	4%	2%
D. Vocational / Career and Technical Programs	40%	24%	17%	8%	5%	5%	1%	0%	1%
E. College classes / university professional development needs	39%	20%	14%	7%	11%	2%	2%	2%	2%
F. Child care	26%	17%	15%	10%	8%	10%	5%	5%	5%
G. Public Library	30%	14%	20%	12%	8%	5%	6%	3%	2%
H. City Parks and Recreation	20%	21%	16%	9%	11%	5%	5%	11%	4%
I. Other	11%	11%	13%	4%	0%	4%	4%	2%	49%



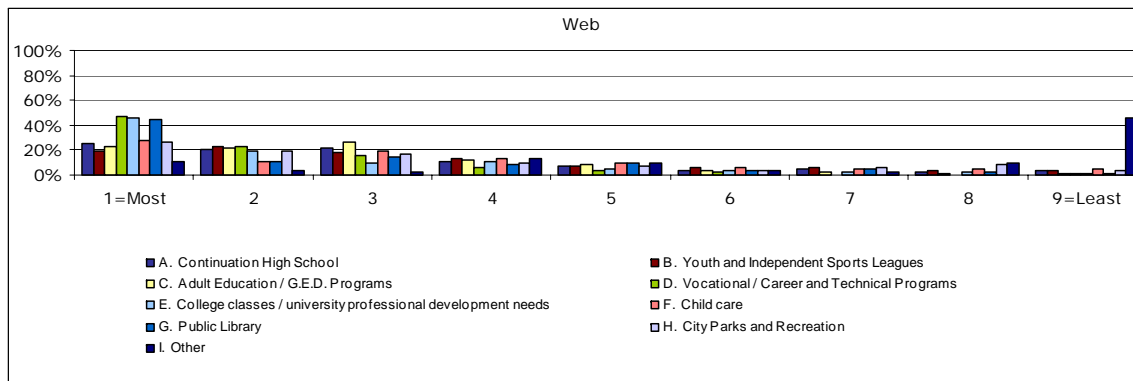


Group Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	43%	14%	14%	0%	0%	14%	0%	14%	0%
B. Youth and Independent Sports Leagues	0%	57%	14%	0%	29%	0%	0%	0%	0%
C. Adult Education / G.E.D. Programs	14%	29%	14%	14%	14%	14%	0%	0%	0%
D. Vocational / Career and Technical Programs	71%	0%	29%	0%	0%	0%	0%	0%	0%
E. College classes / university professional development needs	43%	29%	14%	0%	14%	0%	0%	0%	0%
F. Child care	29%	14%	29%	0%	14%	0%	14%	0%	0%
G. Public Library	14%	14%	14%	29%	14%	14%	0%	0%	0%
H. City Parks and Recreation	0%	14%	29%	29%	0%	0%	14%	14%	0%
I. Other	0%	0%	100%	0%	0%	0%	0%	0%	0%





Web Responses									
	1=Most	2	3	4	5	6	7	8	9=Least
A. Continuation High School	25%	20%	21%	11%	7%	3%	5%	3%	3%
B. Youth and Independent Sports Leagues	20%	23%	18%	14%	7%	6%	6%	3%	3%
C. Adult Education / G.E.D. Programs	23%	22%	26%	12%	8%	4%	2%	1%	2%
D. Vocational / Career and Technical Programs	47%	23%	16%	6%	4%	2%	0%	0%	1%
E. College classes / university professional development needs	46%	20%	10%	11%	4%	3%	3%	3%	1%
F. Child care	28%	11%	19%	13%	10%	6%	5%	4%	4%
G. Public Library	45%	11%	15%	8%	9%	4%	5%	3%	1%
H. City Parks and Recreation	27%	19%	17%	9%	7%	3%	7%	8%	4%
I. Other	11%	4%	2%	13%	9%	4%	2%	9%	46%



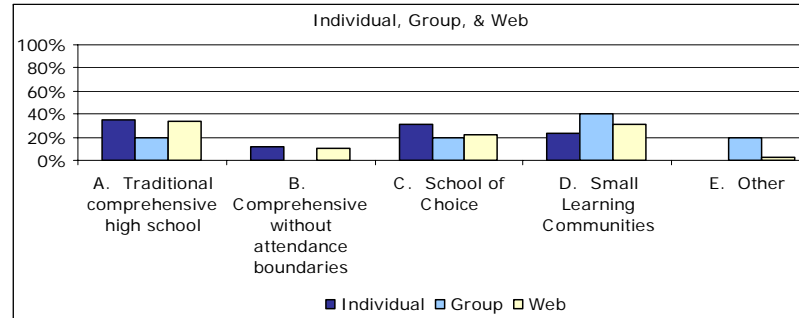
**Summary:** Forty percent of individual respondents indicated that vocational/career and technical programs were most important to consider when making space available in LBUSD. Seventy-one percent of group and forty-seven percent of web respondents agreed. Thirty-nine percent of individual, forty-three percent of group, and forty-six percent of web respondents indicated that, college classes/university professional development needs was the second most important issue to consider when making space available in the district.

Comments indicate that having vocational and career programs available enable students who are not interested in school an alternative to benefit.



**15. How should high schools be organized?**

Individual Responses	
A. Traditional comprehensive high school	35%
B. Comprehensive without attendance boundaries	11%
C. School of Choice	31%
D. Small Learning Communities	23%
E. Other	0%



Group Responses	
A. Traditional comprehensive high school	20%
B. Comprehensive without attendance boundaries	0%
C. School of Choice	20%
D. Small Learning Communities	40%
E. Other	20%

Web Responses	
A. Traditional comprehensive high school	34%
B. Comprehensive without attendance boundaries	10%
C. School of Choice	21%
D. Small Learning Communities	32%
E. Other	2%

**Summary:** Thirty-five percent of individual respondents indicated a preference for traditional comprehensive high schools. Thirty-four percent of web respondents shared this same preference. Comparatively, forty-percent of group respondents indicated a strong preference for small learning communities. Eleven-percent of individual and zero percent of group respondents suggested that high schools should be comprehensive and without attendance boundaries.

Comments reiterate a strong preference for small learning communities as well as what works best for the students individually. Individual and web respondents added support for the option to attend school of choice.

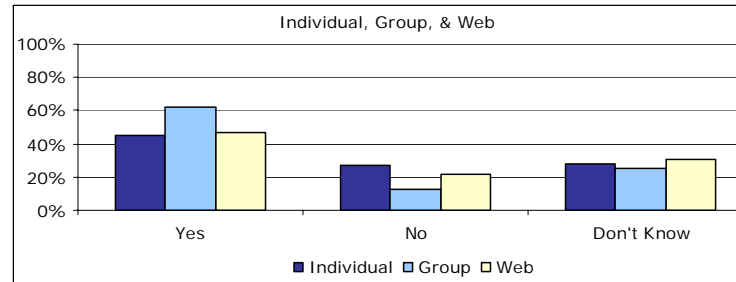


**16. Should Jordan Freshman Academy continue as a separate facility?**

Individual Responses	
Yes	45%
No	27%
Don't Know	28%

Group Responses	
Yes	63%
No	13%
Don't Know	25%

Web Responses	
Yes	47%
No	22%
Don't Know	31%



**Summary:** Forty-five percent of individual, sixty-three percent of group, and forty-seven percent of web respondents indicated that Jordan Academy should continue as a separate facility.

Comments reflect a desire to maintain programs that are effective. Respondents like the separation of Jordan and Jordan Academy and suggested that combining the two would result in overcrowding. Additional comments suggested that ninth graders at Jordan Academy tend to be more immature once they transition on to the tenth grade.

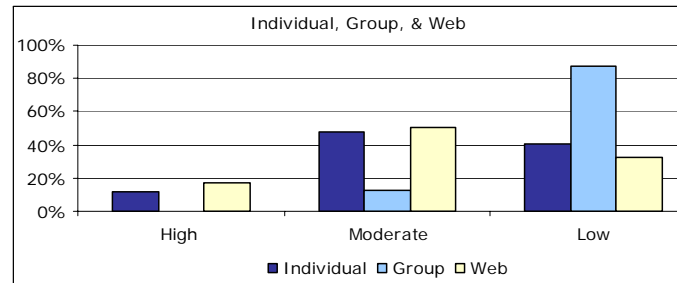


**17.** Please rate the desirability of portables/bungalows.

Individual Responses	
High	12%
Moderate	47%
Low	41%

Group Responses	
High	0%
Moderate	13%
Low	88%

Web Responses	
High	17%
Moderate	51%
Low	32%



**Summary:** Forty-seven percent of individual respondents indicate a moderate desire for portables, Likewise, fifty-one percent of web respondents share this same preference. Comparatively, eighty-eight percent of group respondents indicate a low desire for portables/bungalows.

Comments stated that as long as the portable/bungalows are kept up then they are not an issue. Group respondents suggest they are dark, smelly, and have poor circulation. Additional comments indicate a strong desire for maintaining portable/bungalows because they have air condition.

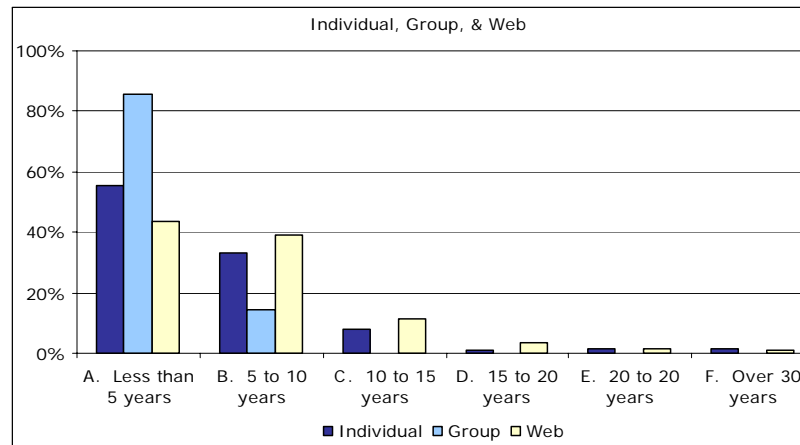


**18. How long do you believe portables/bungalows should be used before they are replaced with permanent construction?**

Individual Responses	
A. Less than 5 years	55%
B. 5 to 10 years	33%
C. 10 to 15 years	8%
D. 15 to 20 years	1%
E. 20 to 20 years	2%
F. Over 30 years	2%

Group Responses	
A. Less than 5 years	86%
B. 5 to 10 years	14%
C. 10 to 15 years	0%
D. 15 to 20 years	0%
E. 20 to 20 years	0%
F. Over 30 years	0%

Web Responses	
A. Less than 5 years	44%
B. 5 to 10 years	39%
C. 10 to 15 years	11%
D. 15 to 20 years	3%
E. 20 to 20 years	1%
F. Over 30 years	1%



**Summary:** Fifty-five percent of individual respondents indicate that a bungalow/portable should be used less than five years before it is replaced with a permanent building. Eighty-six percent of group and forty-four percent of web respondents expressed a desire for portable/bungalow should be replaced with a permanent building after less than five years of use.

Comments suggest that a portable should be used however long they were intended to be used, to make it cost effective. Comments also stated that as long as they are maintained then they are sufficient.

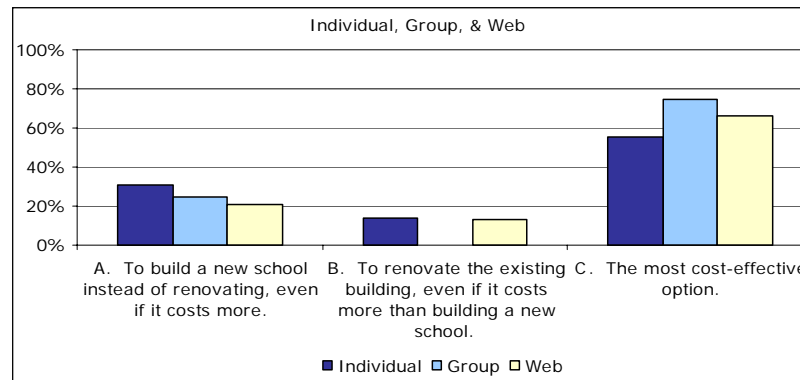


**19.** I would prefer...

Individual Responses	
A. To build a new school instead of renovating, even if it costs more.	31%
B. To renovate the existing building, even if it costs more than building a new school.	14%
C. The most cost-effective option.	55%

Group Responses	
A. To build a new school instead of renovating, even if it costs more.	25%
B. To renovate the existing building, even if it costs more than building a new school.	0%
C. The most cost-effective option.	75%

Web Responses	
A. To build a new school instead of renovating, even if it costs more.	21%
B. To renovate the existing building, even if it costs more than building a new school.	13%
C. The most cost-effective option.	66%



**Summary:** Fifty-five percent of individual respondents prefer the most cost effective option. Likewise, seventy-five percent of group and sixty-six percent of web respondents prefer what is most cost effective.

Comments suggest that cost effectiveness is the most realistic approach. Respondents' comments indicate that renovating old schools is important. Respondent' comments reiterate cost effectiveness, but also suggest that technology advances require modern facilities.



**20. As schools are built new or renovated, should they be air-conditioned?**

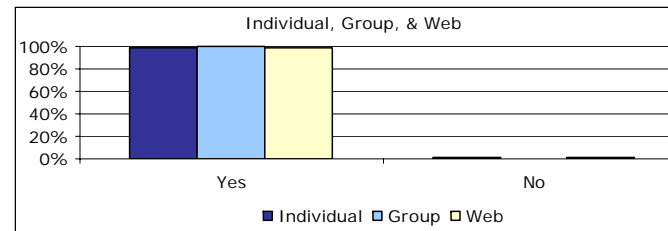
**Summary:** *Ninety-nine percent of individual respondents expressed a preference for air-conditioned schools as they are built new or renovated. Likewise, one-hundred percent of group and ninety-eight percent of web respondents shared the same response as individual respondents.*

*Comments reinforced the importance of students inability to learn when it is too hot as well as teacher inability to teach. Additional comments indicate a strong preference for air purifications systems in schools. Comments further stated that air conditioners should not be abused but used for the purpose of having a comfortable learning and teaching environment.*

Individual Responses	
Yes	99%
No	1%

Group Responses	
Yes	100%
No	0%

Web Responses	
Yes	98%
No	2%





## Demographics

OPTIONAL Mark all of the Elementary LBUSD schools that your children currently attend or schools with which you are affiliated.

	Individual Responses	Web Responses
Addams	6%	8%
Alvarado	1%	0%
Barton	6%	6%
Birney	1%	2%
Bixby	1%	2%
Bryant	0%	1%
Buffum	1%	2%
Burbank	1%	0%
Burnett	0%	1%
Burroughs	1%	2%
Carver	1%	1%
Chavex	1%	1%
Cleveland	1%	1%
Edison	1%	2%
Emerson	1%	3%
Fremont	0%	1%
Gant	4%	3%
Garfield	1%	2%
Grant	7%	8%
Harte	5%	9%
Henry	1%	1%
Holmes	1%	2%
International	1%	0%
Keller	1%	2%
Kettering	1%	1%
King	4%	4%
Lafayette	2%	0%
Lee	1%	1%
Lincoln	1%	1%
Longfellow	4%	1%
Los Cerritos	2%	1%
Lowell	1%	1%
MacArthur	1%	2%
Madison	4%	1%
Mann	1%	1%
McKinley	6%	4%
Muir	2%	2%
Naples	0%	1%
Prisk	1%	1%
Riley	4%	1%
Roosevelt	2%	2%
Signal Hill	0%	2%
Stevenson	0%	1%
Sutter	11%	9%
Tucker	3%	1%
Twain	1%	1%
Two Harbors	0%	0%
Webster	74%	1%
Whittier	1%	1%
Willard	0%	1%

OPTIONAL Mark all of the K-6,K-8, and high LBUSD schools that your children currently attend or schools with which you are affiliated.

	Individual Responses	Web Responses
Burcham K-6	1%	1%
Gompers K-6	0%	2%
Butler K-8	0%	2%
Cubberley K-8	1%	2%
Hudson K-8	1%	1%
Monroe K-8	1%	2%
Newcomb K-8	1%	2%
Powell K-8	13%	5%
Robinson K-8	2%	1%
Tincher K-8	1%	1%
Bancroft MS	1%	1%
DeMille MS	2%	1%
Hamilton MS	21%	1%
Hill MS	1%	8%
Hoover MS	1%	2%
Hughes MS	2%	3%
Jefferson MS	0%	3%
Lindbergh MS	11%	2%
Marshall MS	2%	10%
Rogers MS	1%	2%
Stanford MS	1%	3%
Stephens MS	2%	3%
Washington MS	1%	2%
Savannah Academy (9th) HS	0%	2%
CA Academy of Math and Science HS	0%	0%
Cabrillo HS	3%	1%
Jordan Academy HS	10%	8%
Jordan HS	14%	13%
Lakewood HS	3%	3%
Millikan HS	2%	3%
Poly Academy of Accelerated Learning (PAAL) HS	1%	1%
Polytechnic HS	2%	2%
Reid HS	0%	1%
Renaissance HS	0%	1%
Wilson HS	2%	4%
Avalon K-12	0%	1%



Gender		
	Individual Responses	Web Responses
Male	32%	23%
Female	68%	77%

Your Age		
	Individual Responses	Web Responses
Under 18	33%	8%
18 - 29	10%	12%
30 - 39	21%	27%
40 - 49	20%	22%
50 - 64	15%	29%
65+	2%	1%

Are you a resident of Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	71%	
No	29%	

How many years have you lived in Long Beach Unified School District?		
	Individual Responses	Web Responses
Less than 2	8%	6%
2 - 5	13%	9%
6 - 10	22%	23%
11 - 15	16%	17%
16 - 20	14%	7%
More than 20	27%	37%

Ethnicity		
	Individual Responses	Web Responses
White (Non-Hispanic)	34%	52%
Black / African-American (Non-Hispanic)	24%	21%
Hispanic or Latino	30%	15%
Asian (Non-Hispanic)	6%	2%
Pacific Islander/Am. Indian/Alaska Native/ Other (Non-Hispanic)	6%	3%
Two or more races (Non-Hispanic)	1%	5%

Education		
	Individual Responses	Web Responses
Current Student	29%	7%
Not a High School Graduate	3%	1%
High School Graduate	3%	3%
Some College/Trade School	8%	9%
College Graduate	20%	25%
Advanced Degree	37%	55%

Parental / Guardian Status		
	Individual Responses	Web Responses
Do not have children in LBUSD	36%	44%
Parent/guardian of child less than 5 years old	6%	5%
Parent/guardian of kindergarten student	2%	4%
Parent/guardian of 1st thru 3rd grade student	10%	10%
Parent/guardian of 4th thru 5th grade student	6%	5%
Parent/guardian of 6th thru 8th grade student	15%	8%
Parent/guardian of 9th thru 12th grade student	14%	7%
Parent/guardian of private/parochial student	0%	1%
Parent/guardian of former student of graduate of LBUSD	5%	14%
Grandparent of student or graduate	4%	3%



Are you an employee or retiree of the Long Beach Unified School District?		
	Individual Responses	Web Responses
Yes	68%	89%
No	32%	11%

If you are an employee or retiree, what is / was your position?		
	Individual Responses	Web Responses
Teacher	66%	70%
Support Staff	12%	22%
Retired	0%	0%
Administration	16%	2%
Other [Please specify (optional)]	6%	5%

How did you find out about the Community Dialogue?		
	Individual Responses	Web Responses
School Newsletter	17%	14%
Local Newspaper	2%	2%
Church Bulletin	2%	0%
Community Flyer	34%	5%
Poster in Community	16%	1%
Personal Contact	25%	12%
Radio/TV	0%	0%
Email	0%	56%
Other [Please specify]	4%	9%